

Sodegh Taheri<sup>1\*</sup>, Soudai Kahdoui<sup>1</sup>

1. Corresponding at the : Department of Measurement and Assessment, PhD Candidate In Measurement and Assessment (Psychometrics), Faculty of Psychology and Education, Alim Hatabataba'i University, Tehran, Iran.

Email: staheri72@yahoo.com

**Introduction:** Attention-Deficit Hyperactivity Disorder (ADHD) is of interest to clinicians, as it impacts school functioning. Little work has been done to demonstrate how children with ADHD perform on clinical tests. The Wechsler Intelligence Scale for children Forth Edition (WISC-IV) provides composite scores that represent intellectual functioning in specified cognitive domains, Verbal Comprehension Index (VCI), Perceptual Reasoning Index (PRI), Working Memory Index (WMI), and Processing Speed Index (PSI). Moreover it provides a composite score that represents a child's general intellectual ability, Full Scale IQ (FSIQ). The WISC-IV is useful for the differential diagnosis of neurological and psychiatric disorders affecting mental functioning. Psychologists practicing in psychiatric, medical, educational, forensic, counseling or any other clinical settings find the WISC-IV a useful component for psychological assessment.

**Objective:** The aim of the present study was to investigate the diagnostic potential of the WISC-IV's profiles in children with ADHD.

**Methods:** Thirty four children were assessed by WISC-IV: 17 ADHD children, and 17 normal children with respect to demographic information of the ADHD children. Data were analyzed by t-student and analysis of variance (ANOVA).

**Results:** Research findings indicate that Mean Verbal Comprehension Index (VCI) and Perceptual Reasoning Index (PRI) scores were significantly higher than Working Memory Index (WMI) and Processing Speed Index (PSI) in children with ADHD, and symbol search subscale was higher than Coding subscale (p-value<.05).

**Conclusion:** The results suggest that WISC-IV is determining and helpful in diagnosing ADHD. Thus, clinicians should not ignore the significance of WISC-IV Indices when diagnosing ADHD. Further studies seem inevitable in this aforementioned field.

#### 069-The Relation of Emotion Regulation and Emotion Expression Styles with Bullying in Adolescent Students

Parviz Molavi<sup>1</sup>, Sajjad Basharpour<sup>2\*</sup>, Sajjad Khanjani<sup>3</sup>, Moslem Tajiri<sup>3</sup>

1. Associate Professor of Psychiatry, Ardabil University of Medical Sciences, Ardabil, Iran

2. Corresponding Author: Assistant Professor of Psychology, University of Mohaghegh Ardabili, Ardabil, Iran.

3. BA in psychology, University of Mohaghegh Ardabili, Ardabil, Iran.

Email: basharpour\_sajjad@yahoo.com

**Introduction:** Students bullying, especially in the adolescence period, is a prevalent problem in schools, and emotional dysregulation is posed as one of its causes. Considering this issue, the aim of this study was to investigate the relation of emotion regulation and emotion expression styles with bullying in adolescent students.

**Method:** This was a correlational study. All male students of secondary and high schools in Ardabil during 2011-2012 educational year comprised the statistical population of this research. Two hundred thirty students who were selected by multistage cluster sampling method responded to the questionnaires of bullying / victimization, emotion regulation and emotion expression. Gathered data were analyzed by Pearson correlation and multiple regression tests.

**Result:** The results showed that victimization by bullying has a positive relationship with cognitive reappraisal, emotion suppression and positive expression, but has a negative relationship with impulse severity and negative emotion expression. Furthermore, bullying has a positive relationship with cognitive reappraisal, impulse severity and negative expression, but a negative relationship with emotion suppression and positive expression. In sum, emotion regulation and emotion expression styles explained 36 percent of the variance of the victimization by bullying and 19 percent of the variance of the bullying.

**Conclusion:** This research demonstrated that emotion dysregulation in the adolescence period plays an important role in bullying and victimization. Therefore, emotion regulation ability trainings are suggested as an important intervention method for these behavioral problems.

#### 070- Prediction of High-Risk Behaviors Tendency Based on Psychological and Family Factors on Intermediate Level Male Students

Hossein Ali Mehrabi<sup>1</sup>, Hamed Sajjadpour<sup>1</sup>

Mohammad Hosseinalizade<sup>1</sup>

1. Department of Educational Sciences & Psychology, Isfahan university, Isfahan, Iran.

\*Email: mehrabihossein@yahoo.com

**Introduction:** Nowadays trend to risky behaviors in adolescents, especially boys, is growing strongly, and the role of family factors and inclination to friends seem to be important in this regard.

**Aim of the study:** Accordingly, the aim of this study was to investigate the relation between tendency for high-risk behaviors and history of child abuse, family function, attitude to school and friends, and to predict the trends to high-risk behaviors based on these components on intermediate level male students in the region of Falavarjan, Isfahan.

**Methodology:** In a correlative study, 170 intermediate level male students were selected clusterly in terms of grade. Using a set of questionnaires, high risk